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SPE320

Curriculum Based Measure Write Up

The curriculum based assessment I used on my student was the CORE Phonics Survey. This curriculum based measure determines the student’s ability levels in the areas of phonemic awareness and phonics in the subcategories of decoding, segmenting, and blending. The initial part of the survey asks the student to identify the names and sounds of given consonants, short vowels, and long vowels. The second section of the survey asks students to read a variety of real and non-sense words with varying elements and characteristics such as CVC, digraphs, r- and l- controlled diphthongs, and multisyllabic words. The final portion of the survey asks students to listen to a word read and then write down their initial and last sounds and then the whole word. In order to complete these activities the student must be strong in the areas of segmenting and blending phonemes. The assessment as a whole focused on determining the student’s comprehension of letters, their phonemes, and blending them together to decode and spell whole words.

In all, the student performed well on the phonics survey. In the first portion of the assessment, which determined the student’s level of ability in identifying and decoding individual letters, the student scored 84 points which gave him a 99%. There were a total of four sections which added up to a total of 85 points; 26 points for identifying upper case letters, 26 points for identifying lower case letters, 23 points for decoding consonant sounds, and 10 points for decoding vowel sounds. For the second portion of the assessment, which determined the student’s level of ability for decoding one syllable words, the student scored 62 points out of 70, giving the student an 88%. On the third portion of the assessment, which assessed the student’s level of ability to decode multisyllabic words, the student scored 16 out of 24 points, ultimately giving him a score of 66%. The final section of the assessment, which measured the student’s ability to segment and blend phonemes, the student received a 18 out of 20 points, giving the student a 90%. Ultimately, the student did well on the phonics assessment but requires some further assistance.

As stated above, the student shows incredible strengths in the areas of decoding consonants, short vowels, long vowels, as well as in segmenting and blending phonemes.. The high scores in the areas mentioned, objectively proves the student requires no further instruction or assistance in comprehending the concepts. The student’s scores in decoding one syllable words, while strong, did indicate that having a bit more practice could be beneficial. The student scored 4/5 on most non-sense words for all categories as well as for both real and non-sense words in the category of consonant blends with short vowels. Although receiving an 80% for most sections in this portion isn’t horrible, the student, with more practice, has the potential to further grasp the concept of decoding these types of words. The area where the student showed most room for improvement was in the area of decoding multisyllabic words. The student received a 66% for the entire portion. Perhaps if the student works on more on decoding one syllable words improvement could also be made in the area of decoding multi-syllabic words. As with the area of decoding individual consonants and vowels, the student show tremendous ability in the area of segmenting and blending phonemes so no further instruction is required, although constant practice is advised.

In conclusion, I would suggest the student work primarily on improving his decoding skills for one and multisyllabic words. I would suggest coming up with a list of three and four syllable words with different vowel patterns and have the student categorize the words based on their vowel patterns. This not only would build strength in syllable patterns but would help in his recognition base words within larger words. Once the student sees that larger words are occasionally made up of smaller base words, his pronunciation of the larger, multi-syllable words will become easier. With continued practice in areas of strengths and further instruction and applied activities in the areas indicating weakness the student will begin to show improvement which will ultimately affect his reading and writing.